

# **CHAPTER - I**

# CHAPTER - I

## 1.1 Introduction

Education has always been meant for the students. But while educating the students, emphasis has always been on the curriculum, on content of course, on school and its management, but not on the students. In view of the fact that student is the centre of all learning activities. What is more important is, how student learns, how he does exercise the power of mind and body, and how he thinks, understands and forms his judgement. Much of child's learnings in School and in later life depends upon his competency to use those basic faculties such as the thinking, reasoning, memory, imagination and percepto-motor abilities. These are especially needed for acquiring basic academic skills such as reading, writing, spelling and arithmetic. Millions of children in our schools are not able to develop these academic skills adequately and face various educational deficits or disability, referred to as learning disabilities from an educational point of view, the failure of an apparently capable child to cope up rigid academic standards in schools leads to a large numbers of failure and drop-outs, hence to wastage of educational resources and unfulfilment of our utmost important goal of education i.e. Universalisation of Primary Education ( UPE). Sometimes leads towards Juvenile delinquency. Many of these children leave the school because of deficits in language and arithmetic.

Cognitive abilities are needed in every area of school curriculum as well as in most other area of learning. The deficit in cognition leads to poor performance of many school subject which finally leads to drop-outs, wastage and stagnation. The two main areas of function in relation to cognition are :-

- 1 Reading comprehension as a school subject requiring a language type of thinking.
- 2 Arithmetic as a school subject requiring quantitative thinking.

These two areas of functioning provides a useful vehicle for the development of cognitive skills. The intellectual development of the child in the result of solid base of the cognitive skills. If a child is having problems in remembering visual forms or shapes, in visualising the spatial relationship in thinking numerically and a certain aspect of basic computational skills of arithmetic could definitely have imperfect cognitive processing. In other words a specific arithmetic problems may reflect the disorders in cognitive processing.

**Educational Commission (1966) has realised the importance and mentioned in his report :-**

" We would like to emphasise one important aspects of education at this stage viz; reading with understanding. If proper foundation for this are not laid at this level, the entire future education of the child will receive an irreparable set-back. Adequate attention has not been paid so far to research in beginning reading, to the evolution of proper script which the Indian languages have, to the preparation grade vocabularies, to the designing of primers and readers for class I, and to the evolution of test of reading readiness and competence. It has not yet been possible to organise the proper level in these matters, and the average. Many teachers generally tries to teach reading in a rule thumb manners. It is the neglect of this crucial area that is responsible for a good deal of stagnation at the lower primary stage. We recommended that a study of these problems should be taken up in earnest and that a vigorous programmes of improving reading instructions at the lower primary stage should be developed in all parts of the country."

Adequate growth in reading is necessary, if satisfactory personal adjustment is to be maintained. Reading and adjustment go together. Although maladjustment is caused due to failure in reading itself. Poor reading ability and the continued failure in reading are, to a greater extent responsible for wastage (premature withdrawl of children from schools and stagnation, retention of a pupil in a grade for more than one year due to unsatisfaction in education). Literacy leads to ignorance, and ignorance to the cause of disintegration. Reading is, no doubt a potent force for national integration and disability in reading has been referred as dyslexia, when the child is other wise intelligent.

Reading failure in the eyes of children themselves may lead to the feeling of lack of self esteem, inadequacy of performance or plain despair. There may be many causative factors involved in failure to lead and seldom is one factors solely responsible. In many cases the causes may be found in the circumstances of a child's upbringing, which restrict his experiences and provide little or no encouragement for him to learn. Children who come from homes where conversation is limited or books unknown, are likely to be slower in their linguistic growth and to find greater difficulty in learning to read, than those who come from more favoured backgrounds.

Most of the children do find difficulties in auditory and visual discrimination and in associating visual symbols with the sounds they represents and it has been suggested that these difficulties are caused by delayed maturation of the co-ordinating processes of the nervous system.



The intellectual capacity of a child inevitably affect his ability to read. However, it has been found that some children with not very high scores were very good readers (Bullock Committee-1975). The relationship between readings success and intelligence can be more easily identified with averages than with individual children.

Review of literature shows that no substantial and significant research work has been done in the field of learning disabilities in India. Learning Disabilities has been in the centre of the special education stage since 1968 in USA.

## **1.2 DEVELOPMENT OF L.D.CONCEPT**

The story of development of learning disabilities as one of the handicaps is an interesting one. By the year 1893, only deaf and blind used to be considered as glaringly handicapped. But by 1899 from categories of handicapped children were recognised. Those included in this category were blind, deaf, physically and mentally handicapped children. In 1921 five categories were recognised. The fifth one was of epileptic children. The categories of handicapped children were recognised in the year 1945 were those of blind, partially sighted, deaf, partially deaf, educationally subnormal, physically handicapped, delicate, elliptic, maladjusted and speech defective. But besides all these categories, later it was observed that there remained a category not physically, mentally, emotionally, sensory disabled but disabled in different ways i.e. disabled to learn properly. Heinz Warner, Alfred A. Strauses and their associates perceived the need to make a separate category. The subject of this new field were given various names children with minimal brain dysfunctioning children with perceptual handicapped and brain injured children. But it was Samuel, A Kirk who formally defined such children in 1963 and gave a new name - children with learning disabilities. This term has been become most acceptable, since, it emphasis the acceptable, since, it emphasis the educational characters of such children.

Based on nineteenth and twenty-eighth National Sample Survey Statistics, the Programme of Action provides numbers of disabled persons twelve million. Out of twelve million disabled persons, 4.3 million comprises UPE age group. To this may be added 1.4 million children in the earlier age group, which have relevance for early identification and preparation for education.

In the 17 municipal schools of Delhi taken up for study at child guidance centre. Jamia, New Delhi by Dr. Bindu Prasad, it was found that incidence of Learning Disabilities is very high. At the international level the investigation conducted by Myklebust and Boshes (1969) Kirk (1974) National Advisory Committee for Handicapped (1968) found that the population of learning disabled children under study was approximately 18%. A variety of estimates of prevalence of children with L.D. has been made ranging from 1% to 30% of the research



population. The POA-1992 has given the estimate of LD children 3.60 million for age group (5-14), in the scheme of integrated education for disabled-1987 (IED - 87) by ministry of Human resources and development (MHRD) had also realized the need and importance of educating these groups of children (L.D.) and had proposed to provide educational facilities under the scheme of I.E.D. This group of children were not considered in the scheme of I.E.D. 1975.

### **1.3 THE NEED AND SIGNIFICANCE OF PRESENT STUDY**

If we have to produce healthy, sound, dynamic and intelligent citizen, fully capable, and at the same adequate competent to win their bread and butter, then our educationalist have no other choice but to do away with great block of learning disabilities and then help the process of establishing a dynamic society. Our educationalist would only be successful in arresting this problem and to help students to attain pure intellectual development if they are knowing about the nature of problem in indian context. The pupils with learning disabilities are generally ignored and passed unnoticed until they become dropouts or delinquents. Universalisation of Primary Education (UPE) has been the utmost objective of the education after independence. Till today we have not have been able to achieve this target fully. The reason of not being able to achieve this target, is very clear that education has not reached to several sections of the society. One such is - category of learning disabled children. The learning disabilities may be in reading, writing, spelling and arithmetic, and among these reading is the most important component of learning. In earlier stage we learn to read but then throughout our life we read to learn. But reading disabilities and failures always been with us.

During the internship teaching programme, while teaching English the investigator noticed that the pupils are facing difficulties while reading and are generally ignored which results in dropouts and delinquents.

If we have to do something to solve the problems of dyslexics, then we would have to identify them, their problems, so. that we can suggest some remedial measures.

### **1.4 DEFINITIONS OF TERMINOLOGY**

#### **1.4.1 LEARNING DISABILITIES (L.D) :**

The field of learning disabilities is relatively new, but it is growing at a very rapid rate. A number of attempts have been made by the professionals to define the terms, so far :

According to National Joint Committee for learning Disabilities (N.J.C.L.D.) , which consists of representative from six professional organisations named -

**ASHA** - (Association, Speech and Hearing Association).

**ACALD** - (Association for children and Adult with Learning Disabilities).

**CLD** - (Committee for learning Disabilities)

**DCCD** - (Division for Children with Communication Disorder)

**IRA** - (International Reading Association)

**ODS** - (Orton Dyslexia Society)

" Learning disabilities is generic term that refer to a heterogeneous group of disorders manifested by significant difficulties in acquisition and use of listening, speaking,reading,writing,reasoning or mathematical abilities. This disorders is intrinsic to the individual and presumed to be due to central nervous system dysfunctioning. Even though learning disabilities may occur concomitantly with other handicapping conditions (eg. Sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (eg. cultural differences, insufficiencies/inappropriate instructions psychometric factors) it is not direct result of those conditions". **(Hemill, McNutt and Learner, 1981)**

Now on the basis of above definitions we can say that learning disabled children are those who,

- have average or above average intelligence.
- Do not have any sensory defect
- Do not have emotional disturbance
- Do not have (external, environmental and economic disadvantage)

But have

- A significant discrepancy between estimated intellectual potential and actual level of performance.
- Specific deficit in learning arithmetic reading, writing and spelling.



Keeping the above characteristics in view, first, the children with learning disabilities are identified in present study.

#### **1.4.2 DYSLEXIA :**

British Dyslexia Association (1989)

"Dyslexia is a specific difficulty in learning, constitutional in origin, in one or more areas of reading, spelling and written language which may be accompanied by difficulty in number of words. It is particularly related to mastering and using written language (alphabetic, numerical and musical notation) although often affecting oral language.

Dyslexia Institute (1989)

"Learning deficiencies which restrict the competencies in information processing in motor skills and working memory, so causing limitations in some all of the skills of speech, reading, spelling, writing, essay writing, memory and behaviour.

The United Kingdom Reading Association (UKRA) feels that :

" Specific Learning Difficulties is a term which is useful for educational purposes. The term dyslexia is more helpful in its reference quite specifically to 'difficulty with words or language symbols and less helpful educationally as it is restrictive in the sense of not including related difficulties of dysgraphia and dyscalculia.

#### **1.4.3 Omission :**

These may reflect the tendency to use the speed of silent reading while reading orally. You may see them in the omission of ending/inflections, plurals,tenses,etc. (These of course, may in any case be omitted in the child's dialect)

Omission may increase as oral speed increases. So, there may not be a great decline in their number as the child progress.

#### **1.4.4 - Addition :**

These may be represents an attempt to elaborate or smooth out the text in older pupils or in pupils of all ages may reflect superficial reading with correspondence on context clues.

### **1.4.5 Substitution :**

By the age of these shift from those reflecting the visual form to meaning substitutions. Failure to correct may indicate teaching which has not emphasised the need for reading to make sense.

### **1.4.6 Repetitions :**

Goodman thinks these are made in an effort to correct a miscue. They may reflect poor directional attack, however, organising time before a difficult word spotted some way ahead.

### **1.4.7 Reversals:**

Reflects the lack of left-right orientation, characteristics of beginning regardless of age. They tend to disappear as reading skill matures, but if retained may indicate a lack of attention to meaning. They should be self-corrected.

### **1.4.8 Self- Correction :**

These tend to occur as children become more aware of meaning and less dependent on simple word recognition or analysis. When meaning is not seriously disturbed, self-correction or are much less in evidence.

### **1.4.9 Distortion:**

The word is partially or fully distorted.

### **1.4.10 Hesitation:**

In this the student hesitates while reading. This occurs mostly in earlier age.

## **1.5 COMPREHENSION :**

Comprehension is the ultimate goal of all reading. This involves determining the meaning of words in authors language setting and at the same time linking the meaning into larger language patterns and fusing them to a chain of related ideas, usually those that author has in mind.